

HYATT PARK ELEMENTARY

4200 N. Main Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	547 Students	
Principal	Elizabeth Eason	803-735-3421
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	At-Risk	Average
2008	At-Risk	Average
2007	At-Risk	Good
2006	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

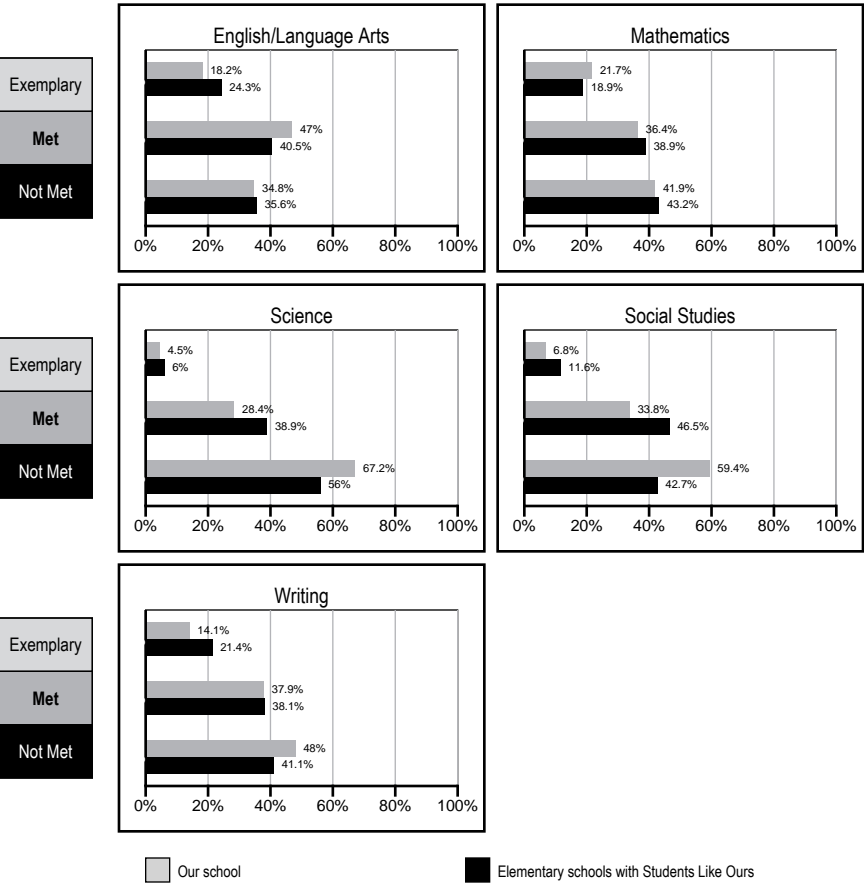
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	67	50	22

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=547)				
First graders who attended full-day kindergarten	98.6%	Up from 96.5%	100.0%	100.0%
Retention rate	1.1%	Down from 3.9%	1.5%	1.2%
Attendance rate	96.9%	Down from 97.1%	95.9%	96.1%
Eligible for gifted and talented	3.3%	Up from 2.9%	4.1%	11.7%
With disabilities other than speech	6.1%	Up from 5.7%	8.4%	8.0%
Older than usual for grade	0.8%	Down from 1.3%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.9%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	65.9%	Up from 63.3%	59.0%	60.5%
Continuing contract teachers	90.9%	Up from 77.6%	78.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.3%	Up from 93.7%	82.4%	87.0%
Teacher attendance rate	94.1%	Up from 93.4%	95.4%	95.4%
Average teacher salary*	\$51,358	Down 0.6%	\$45,256	\$47,288
Professional development days/teacher	12.2 days	Up from 11.6 days	10.6 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 16.3 to 1	17.1 to 1	19.2 to 1
Prime instructional time	90.8%	Up from 90.1%	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,134	Down 9.7%	\$8,766	\$7,548
Percent of expenditures for instruction**	78.2%	Down from 78.7%	68.1%	68.7%
Percent of expenditures for teacher salaries**	71.9%	Up from 67.5%	62.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

During the 2009-2010 school year, there continued to be strong evidence of continuous growth and improvement at Hyatt Park Elementary School. We were extremely pleased to announce that we made Adequately Yearly Progress (AYP) based on student performance on 2009 PASS. During the 2009-10 school year, teachers and instructional support staff received a wealth of training, support, and resources designed to assist them in meeting instructional needs and tailoring instruction to address the needs of individual learners. Our instructional program continued to be enhanced by services provided by teams of instructional support staff and interventionists who worked with targeted groups of students during the school day to provide interventions and academic assistance. Teachers worked with our literacy and math coaches to refine teaching practices and to identify the most effective methods for teaching and supporting our students.

After-school/extended day programs and services were significantly enhanced as the result of being awarded a 21st Century Learning Communities Grant. Partnerships with EdVenture, USC, and Midtown Fellowship were established as a result of the grant. These partnerships have provided for more comprehensive after-school program services thereby increasing our ability to assist students in meeting academic goals and requirements. Additionally, supplemental tutorial services were provided by supplemental service providers to support students in meeting academic requirements.

All students were eligible to participate in a laptop lending program. Laptops were loaded with the SuccessMaker program that provided support in reading and mathematics. School wide literacy initiatives were implemented to increase the number of students reading at or above grade level. Diagnostic assessments administered at the beginning of the year to students in kindergarten through third grade indicated that growth and improvements have occurred in the areas of reading, language, and literacy development. MAP data revealed a significant increase in the number of students making expected gains in mathematics. A yearlong school-wide initiative designed to increase student achievement in mathematics was successfully implemented.

Parents are our first and most important teachers. In addition to parent-conferences, PTO meetings, academic night activities, and the Parent-Child-Home initiative was implemented. This program provided monthly home visits/literacy sessions for parents of pre-school aged students. The Books and Breakfast Program provided bi-weekly sessions designed to promote literacy and foster home-school relationships. Family Night activities, which were planned in collaboration with Midtown Fellowship, were well attended and well received by parents and the community.

During the upcoming school year, we will continue our efforts to significantly increase student academic achievement through the effective use of data, by remaining clearly focused on learning and by fostering positive relationships and collaboration among our staff, students, parents and the community.

Elaine Kinlaw, SIC Chairperson

Elizabeth R. Eason, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	64	36
Percent satisfied with learning environment	85.4%	88.3%	85.7%
Percent satisfied with social and physical environment	85.4%	76.7%	82.9%
Percent satisfied with school-home relations	62.5%	85.0%	82.4%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	214	99.5	34.8	47	18.2	80.8	78.2	83.5	Yes	Yes
Gender										
Male	115	99.1	42.6	42.6	14.8	75	74.7	80.1	N/A	N/A
Female	99	100	25.6	52.2	22.2	87.8	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	209	99.5	35.2	46.1	18.7	80.8	74.2	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	24	100	69.6	26.1	4.3	43.5	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	205	99.5	35.3	46.8	17.9	80.5	73.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	214	99.5	41.9	36.4	21.7	70.7	72	80.4	Yes	Yes
Gender										
Male	115	99.1	40.7	39.8	19.4	74.1	70.3	78.4	N/A	N/A
Female	99	100	43.3	32.2	24.4	66.7	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	209	99.5	42.5	36.3	21.2	70.5	67	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	24	100	N/A	N/A	N/A	34.8	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	205	99.5	42.6	35.8	21.6	70	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	144	100	67.2	28.4	4.5	32.8	56.5	67.3
Gender								
Male	78	100	68.9	25.7	5.4	31.1	56.1	66.9
Female	66	100	65	31.7	3.3	35	56.8	67.7
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	141	100	67.9	27.5	4.6	32.1	48.2	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.2	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	16	100	N/A	N/A	N/A	13.3	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.7	58.6
Socio-Economic Status								
Subsidized meals	135	100	68.3	27.8	4	31.7	46.5	55.4

Social Studies								
All Students	141	100	59.4	33.8	6.8	40.6	64	70.9
Gender								
Male	69	100	60.6	30.3	9.1	39.4	61.9	70.1
Female	72	100	58.2	37.3	4.5	41.8	66.1	71.7
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	136	100	60.2	32.8	7	39.8	57.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	16	100	N/A	N/A	N/A	6.7	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	65.2	68
Socio-Economic Status								
Subsidized meals	136	100	59.4	33.6	7	40.6	56.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	213	99.1	47.7	38.1	14.2	52.3	63.4	72.1	96.9	95.9
Gender										
Male	114	99.1	52.3	38.3	9.3	47.7	56.3	65.2	96.9	95.7
Female	99	99	42.2	37.8	20	57.8	70.4	79.2	97	96.1
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	86.2	80.8	97.8	96
African American	206	99	47.9	37.4	14.7	52.1	57.3	59.7	97	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.1	87	95.1	96.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.9	64.6	94.1	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	24	100	91.3	4.3	4.3	8.7	21.1	27.7	97.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.7	63.7	98.8	96.3
Socio-Economic Status										
Subsidized meals	197	99	48.4	37.9	13.7	51.6	55.2	61.9	96.9	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	97	100	61.2	25.9	12.9	38.8
	4	76	100	39.1	46.4	14.5	60.9
	5	65	100	30	56.7	13.3	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	71	98.6	27.4	43.5	29	72.6
	4	72	100	42	52.2	5.8	58
	5	71	100	34.3	44.8	20.9	65.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	97	100	75.3	20	4.7	24.7
	4	76	100	40.6	43.5	15.9	59.4
	5	65	100	38.3	51.7	10	61.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	71	98.6	40.3	21	38.7	59.7
	4	72	100	46.4	40.6	13	53.6
	5	71	100	38.8	46.3	14.9	61.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	47	76.6	69	27.6	3.4	31
	4	76	100	53.6	44.9	1.4	46.4
	5	33	100	N/AV	N/AV	N/AV	30
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	36	100	73.3	13.3	13.3	26.7
	4	72	100	69.6	27.5	2.9	30.4
	5	36	100	N/A	N/A	N/A	42.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	50	80	N/AV	N/AV	N/AV	27
	4	76	100	37.7	59.4	2.9	62.3
	5	32	96.9	40	53.3	6.7	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	34	100	43.8	46.9	9.4	56.3
	4	72	100	59.4	34.8	5.8	40.6
	5	35	100	75	18.8	6.3	25
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	96	100	62.4	25.9	11.8	37.6
	4	78	98.7	40	45.7	14.3	60
	5	64	98.4	38.3	45	16.7	61.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	69	98.6	48.4	30.6	21	51.6
	4	73	100	58	36.2	5.8	42
	5	71	98.6	36.4	47	16.7	63.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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